



# 2017 PROGRAM GUIDE

FOR YEARS  
11 & 12



## 2017 PROGRAM GUIDE FOR YEARS 11 & 12

**APPLY FOR THE PROGRAM NOW**

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Date published: 28.04.16 Version 1.0

Document Management Control – Uncontrolled when printed

TOID: 22503

# WHO IS SEDA GROUP?

SEDA Group (SEDA) is a leading provider of hands-on education and partners with peak industry organisations in sports, arts and building. We provide students in Years 11 and 12 with industry opportunities they will not find anywhere else and promote learning for life with a focus on preparing students for a successful future.

We have a strong history of our students successfully completing their senior secondary education and gaining Vocational Education and Training (VET) qualifications that are nationally recognised. Students graduate SEDA as mature, resilient, independent and capable young adults with the ability to both lead and work within teams. Our students are well placed to make informed choices about their next step towards employment or further study.

**SEDA:**  
**DELIVERING PRACTICAL  
HANDS-ON EDUCATION FOR  
YOUNG PEOPLE, DEVELOPED IN  
PARTNERSHIP WITH LEADING  
INDUSTRY ORGANISATIONS**

APPROXIMATELY  
**1200**  
STUDENTS

ARE CURRENTLY  
ENROLLED IN  
**SEDA**  
PROGRAMS IN  
VICTORIA



## WHY CHOOSE SEDA?

At SEDA, we are committed to achieving meaningful changes that lead to big life successes for each of our students. In choosing SEDA, we work to provide:

- a tailored career plan for each individual student
- unique industry opportunities
- education for life beyond school
- hands-on learning environment

### WE HELP EACH STUDENT IDENTIFY AND WORK TOWARDS THEIR CAREER GOALS

One of the first things a student does when they start at SEDA is work with one of our qualified pathways advisors or teachers/trainers to prepare a career action plan, to identify career goals and establish the steps that will help them achieve those objectives.

Once we understand a student's career goals, we work with students to identify and facilitate appropriate industry and community-based placements to build on what they learn in the classroom. These placements give students a detailed understanding of the career they're pursuing and provides them with genuine work experience that will assist them to transition into meaningful employment.

SEDA has developed agreements with universities throughout Australia who offer our students a variety of pathway options and the possibility of a guaranteed position in a nominated tertiary course.

Ultimately, students' SEDA experience assists them to make an informed choice about their future.

### INDUSTRY OPPORTUNITIES AND EXPERIENCES YOU WON'T FIND ANYWHERE ELSE

In addition to teacher/trainer-led activities and projects, SEDA provides each student with a range of learning experiences that take place in industry.

At SEDA, we set the bar high because it is what the industry demands and expects. We have strong partnerships with numerous high profile national and state sporting organisations who work closely with our students to connect them to the industry. SEDA students develop networks, learn directly from industry experts, gain entry to high profile venues and events, and work in and around established and respected organisations in the sport and recreation industry.



### WE EMPHASISE HANDS-ON LEARNING

SEDA uses our industry and community connections to make sure our students learn the technical and life skills that employers need and want. Drawing on each student's passion for sport, fitness and recreation, we ensure our curriculum is centred around students' interests, and where possible, tailored to meet individual needs, while providing students with the 21st century skills required to be successful in the workforce.

### WE PROMOTE LEARNING FOR LIFE

SEDA believes that learning skills required for life beyond the classroom is essential in every student's development. We encourage students to be positive and open about learning from different people and situations. This helps them to become enthusiastic about learning and develop multiple skills that they can use in different roles and industries.

For all of these reasons, we aim to develop core skills and attributes in every one of our students so that, regardless of the careers and situations they find themselves in, they will be confident, resourceful and community minded.

#### LIFE SKILLS WE FOSTER



LEADERSHIP



RESILIENCE



TEAMWORK



COMMUNICATION



CRITICAL THINKING

#### PERSONAL ATTRIBUTES WE FOSTER



COMPASSION



CITIZENSHIP



INTEGRITY



SELF DISCIPLINE



PROFESSIONALISM

# SEDA'S LEARNING ENVIRONMENT

At SEDA, we provide an innovative learning environment and a curriculum aligned to students' interests and life experiences, which will assist them to reach their full potential.

## PROGRAMS AND QUALIFICATIONS TAILORED TO A STUDENT'S INTEREST

As completing Year 12 is essential for a young person's social, personal, and career development, the foundation of our programs is a Senior Secondary Certificate. Students achieve this by completing the Victorian Certificate of Applied Learning (VCAL).

SEDA students also undertake Vocational Education and Training (VET) qualifications, which develop their industry-specific skills. These qualifications also contribute towards their Senior Secondary Certificate.

This combination of VCAL and VET allows them to transition into work or further study, depending upon their goals and career action plan.

## CLASSROOMS LIKE NO OTHER

Our classrooms aren't like those in most secondary schools, because our programs are based on hands-on experiences. Working with our industry partners, we have classrooms at sport, recreation and community facilities, so that students learn by being immersed in their chosen industry and applying what they learn in real situations and environments.

Within these environments, we also make use of conventional classroom approaches (focussed on teacher/trainer-led exploration of theories and practices), so that students learn the necessary theory before embarking on the practical application of that underpinning knowledge.

This approach means that students can quickly grasp the relevance and importance of the theoretical work and enjoy being immersed in the industry.

## EDUCATION DELIVERED IN THE COMMUNITY

We know having a strong presence in the community is essential in developing our students' social conscience and their understanding of being a good community citizen.

SEDA proactively works with the community because of our deep desire to address inequality and promote social cohesion.

We find that as a result of our students' involvement in the community they develop:

- compassion and tolerance towards those less fortunate in the community
- a passion and a sense of achievement from assisting others
- further enhancement of their communication skills and cooperative work skills



# OUR TEAM

## QUALIFIED AND EXPERIENCED STAFF

All of our teachers/trainers are qualified and experienced. Our team includes specialist teachers/trainers for each of our sport programs, along with teachers who specialise in literacy, numeracy, wellbeing and career guidance.

Our staff have a broad and diverse range of professional experiences and industry currency, including experiences as professional coaches of elite teams, fitness professionals and sports administrators, with an extensive understanding of the industry.

All staff share the common desire to make a difference in the lives of our students. Staff develop close professional relationships with our students and they contribute to each student's personal and professional development.

Our teaching staff work directly with industry experts from our partner organisations in the development and delivery of the curriculum. Students also learn from current athletes and coaches in the industry and receive mentoring and support from key staff at partner organisations.

## COMPREHENSIVE SUPPORT SERVICES

We aim to provide the best possible learning environment for our students, including offering professional support services.

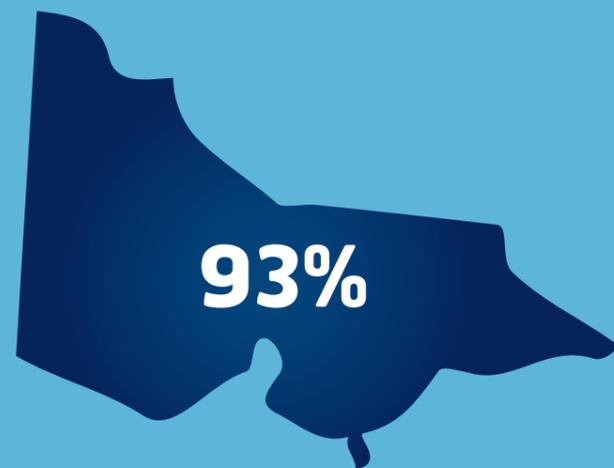
Students can discuss their specific needs with any of our staff and where necessary we can arrange appropriate support with respect to academic and wellbeing related issues.



# OUR RESULTS SPEAK FOR THEMSELVES

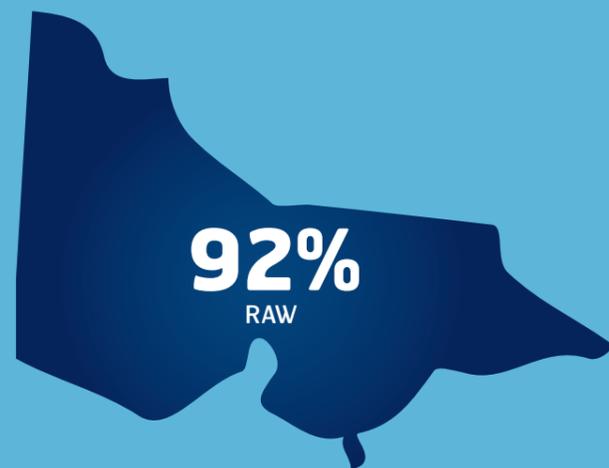
## COMPLETION

The diagram below shows the 2015 Senior Secondary completion rate for all of the Sports Development Programs.



## ATTENDANCE

The diagram below reflects the positive attitude of students towards their education across all of the Sport Development Programs.



# SPORTS PROGRAMS

Our sports programs are ideal for students who have a passion for the sports industry.

SEDA partners with some of the best sport, recreation and community organisations in Australia to produce an education program that meets the needs of the modern day workplace.

The depth of our sporting partnerships is unmatched and allows SEDA students to learn from and develop contacts with some of the best in the industry.



The result is a unique learning experience where students develop the knowledge and skills important to the industry.

We're very proud to partner with industry organisations to deliver the following sports programs:

- Cricket Australia Sports Development Program
- Cricket Australia Talented Player Program
- AFL Victoria Sports Development Program
- Netball Victoria Sports Development Program
- Melbourne Victory Sports Development Program
- Melbourne Victory Talented Player Program
- Basketball Victoria Sports Development Program
- Tennis Victoria Sports Development Program
- Melbourne City Sports Development Program
- Melbourne City Talented Player Program
- Aquatic Sports Development Program
- Surfing Victoria Sports Development Program

The following diagram shows the curriculum and pathway opportunities students can undertake.



\*2016 qualification shown. 2017 qualifications will be subject to change

Training and Assessment is delivered by  
SEDA Group Pty Ltd TOID: 22503  
VCALINT001 Victorian Certificate of Applied Learning (Intermediate)  
SIS30213 Certificate III in Community Activity Programs  
SIS40113 Certificate IV in Community Recreation  
SIS50612 Diploma of Sport Development  
SIS40210 Certificate IV Fitness

Student Host School  
VCALSEN001 Victorian Certificate of Applied Learning (Senior)

Victoria University TOID: 3113  
22182VIC Certificate IV in Tertiary Preparation

# AREAS OF STUDY

## PROGRAM 1 (YEAR 11)

- Coaching
- Community Projects
- First Aid
- Fitness
- Outdoor Activities
- Wellbeing
- Work Placement

## PROGRAM 2 (YEAR 12)

- Coaching
- Community Projects
- First Aid
- Fitness
- Outdoor Activities
- Wellbeing
- Work Placement

## PROGRAM 3 (YEAR 13)

- Advanced Coaching
- Client Services
- Event Management
- Fitness
- Work Skills

## SAMPLE STUDENT TIMETABLE

Students attend SEDA five days a week, completing a timetable that will look similar to the one shown below.

Our timetables include a wide variety of theory, practical and industry-based learning activities.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First Aid	Coaching	Literacy	Community Projects	Work Placement
Fitness	Coaching	Numeracy	Community Projects	Work Placement
Wellbeing	Coaching	Private Study	Outdoor Activities	Work Placement

The sports programs deliver a curriculum and provide a learning environment that is directly linked to students' interest in sport. The program is made up of a range of study areas that are specific to the students' passion for sport and are focussed on developing skills for life after SEDA.

## 1. CLASSROOM BASED HANDS-ON LEARNING

Up to three days a week, students complete the classroom based component of their qualifications including literacy and numeracy. This allows students to work towards completion of their Senior Secondary Certificate, as well as their vocational units of competency.

## 2. COACHING

Students participate in Community Work Days where they are involved one day a week working with a diverse range of community groups. These enriching experiences help them to become mature and dependable adults able to accept responsibility and move into employment. Students step outside their comfort zone and build a range of important skills in communication, problem-solving and teamwork, as well as develop their confidence, empathy and self-esteem, while making a valuable contribution to improving people's lives.

## 3. FITNESS

Students attend gyms and recreation centres to design and conduct industry focussed training programs and learn about basic principles in anatomy and physiology.

## 4. EVENT MANAGEMENT

Students undertake event management planning and implementation as part of their curriculum. Students are able to work in a group environment to define, prepare, implement and evaluate events that are specific to their interests.

## 5. WORK PLACEMENT

Students participate in Structured Workplace Learning (SWL) during Program 1 and Program 2, undertaking a placement one day per week in their chosen organisation. This helps them to develop realistic career aspirations and understand the range of duties, expectations and career options in the industry.

# ADDITIONAL OPPORTUNITIES

## ADDITIONAL INDUSTRY WORK

Students can also benefit from the other opportunities that our partner organisations provide. These opportunities can be offered as casual or holiday employment, attendance at industry events or participation in industry competitions and tournaments. These opportunities provide our students with valuable work experience in their preferred industry, contacts in their field of interest and an opportunity to expand their professional networks.

## TRAINING AND GAME SENSE

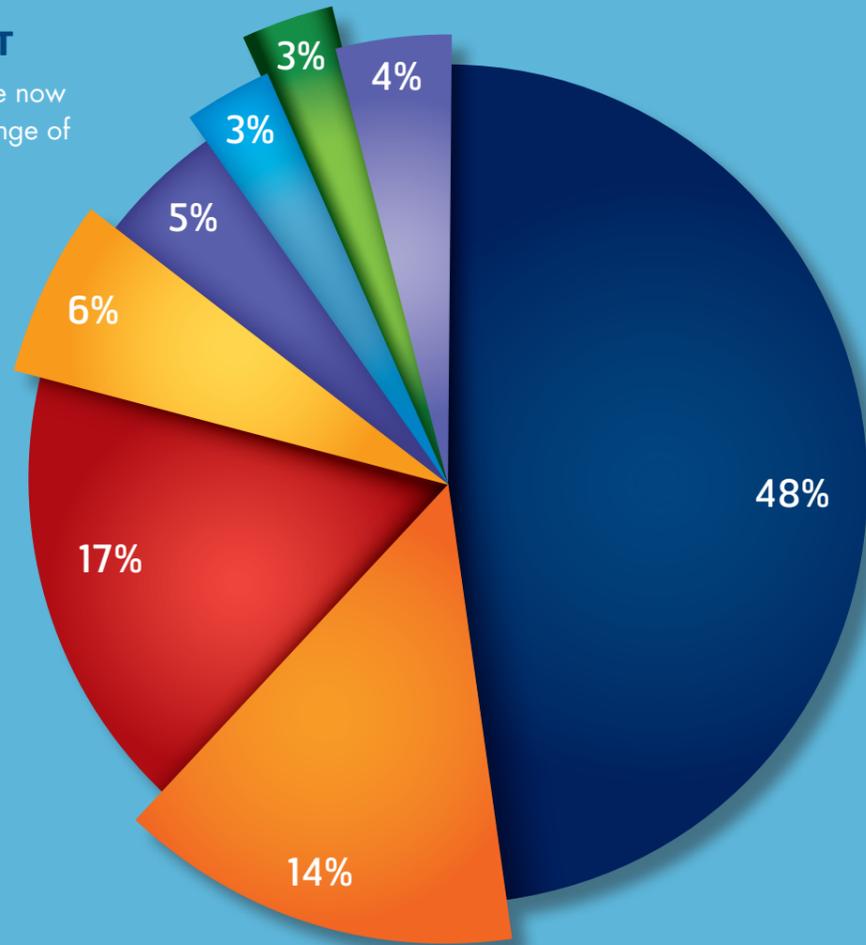
Students in the program will be provided with the opportunity to work on their own game and develop their skills in training and game sense. This particular area will see students participate in performance training, skill development, tactical sessions and fitness training in their chosen sport and across a range of other sports. Students will work with industry professionals and have the opportunity to enhance both their sport skills and academic performance.

# PATHWAYS

## PATHWAYS TO EMPLOYMENT

Graduates of our sports programs are now studying and working in a diverse range of industries, including:

- Human Movement
- Sport and Recreation
- Sport and Exercise Science
- Sport Coaching
- Sport Management
- Paramedics
- Occupational Therapy
- Event Management
- Fan and Community Development
- Health and Physical Education
- Police Force
- Psychology
- Youth Work
- Administration
- Business
- Trade Apprenticeships
- International Relations
- Journalism
- Defence Forces



- University
- Full time work
- Part time work
- TAFE
- Unemployed – looking
- Unemployed – not looking
- Apprenticeship/traineeship
- Destination unknown

\*\* Program 3 graduate pathways data as of March 2016



# PATHWAYS TO FURTHER EDUCATION

Students who have completed a SIS50612 Diploma of Sport Development at SEDA have been offered positions at a number of universities and TAFEs across Victoria.

We have strong partnerships with the following universities, who offer our Diploma graduates entry into nominated courses.



Victoria University and SEDA signed a ground-breaking agreement in 2013 which provides our Diploma graduates with direct entry into 14 selected degree courses at Victoria University.



La Trobe University offers eligible Diploma of Sport Development graduates a selected number of places into two courses.



Federation University guarantees our Diploma graduates a place into the student's choice of one of four programs.

\*Subject to meeting eligibility requirements



# WHERE ARE THEY NOW?



## CHRIS MCKAY, 2012

### Football Technology Assistant – St Kilda Football Club

*“My current role at St Kilda Football Club is entirely due to the work placement opportunity I received in my final year at SEDA.”*

Chris found out about the SEDA program when he was in Year 11 and, although he enjoyed school, he decided that a sport-focussed education program would suit him best. During the program, Chris was able to develop his communication and teamwork skills while delivering clinics to primary school children and completing event management projects.

In his final year, Chris was offered work placement at St Kilda Football Club. This work placement led to Chris being offered the role of Football Technology Assistant with the club at the completion of the SEDA program. Chris’s ambition is to move into a development coaching role, as he has had the opportunity to work closely with the St Kilda coaching team over the past three years.



## JAMES LIGGINS, 2010

### Participation Coordinator – Hockey Australia

*“The SEDA program opened my eyes to many areas of the sporting industry, including running programs with Indigenous and multicultural groups and working with students with disabilities.”*

Before coming to SEDA, James felt himself losing interest in his non-sport related subjects. He felt that SEDA would best suit his ambitions to work in sport and recreation. Through the SEDA program, James had the opportunity to work and volunteer with a range of organisations, including Cricket Australia, Big Dog Events and Belgravia Leisure. He believes that these experiences helped him develop into a strong leader and network within the industry.

As a result of his work experience, James secured a role as a Development Officer with Cricket Victoria after graduating from SEDA. Following this role, James began work at Hockey Victoria and he is now working as a Participation Coordinator with Hockey Australia.



## LEWIS SPIKER 2015

### Bachelor of Sports Coaching – Victoria University

*“SEDA gave me the opportunity to network within the industry and work with elite sporting clubs.”*

The decision to come to SEDA was easy for Lewis who was excited by the practical structure, the opportunity to network within the sport industry and the chance to work with an elite sporting club. Lewis felt SEDA gave him the opportunity to develop himself as a professional in the industry through the work placement opportunities and the community events.

Through his work placement during his final year at SEDA, Lewis was offered a traineeship with AFL Victoria to become a Game Development Officer and assist with running football clinics during the school holiday breaks. Lewis is currently studying a Bachelor of Sport Coaching at Victoria University, alongside his traineeship with the AFL and working as a VFL Boundary Umpire. He hopes to one day become a PE teacher, work for an elite sporting club or fulfil his dream of umpiring AFL at a national level.

## SHERRIDAN LONG 2011

### Program Facilitator – SEDA

*“SEDA strengthened my passion for my education and led me to my dream career as a teacher.”*

Sherridan had always enjoyed learning but felt she would be much better suited to the applied learning environment at SEDA. Her highlights while completing the SEDA program include working with Melbourne Victory staff and players, running major sporting events and raising money for charities. These experiences really helped Sherridan develop her independence, industry knowledge and team building skills.

After graduating from SEDA, Sherridan completed both a Bachelor of Applied Science (Physical Education – Secondary) and a Graduate Diploma in Secondary Education at Victoria University. During her studies, she also held job roles with local sporting clubs, as a duty manager at a high-class venue and as a personal trainer. After qualifying as a teacher, Sherridan achieved her dream role of returning to SEDA as a teacher in the football program. She is also completing a Master of Teaching to further her knowledge in education.

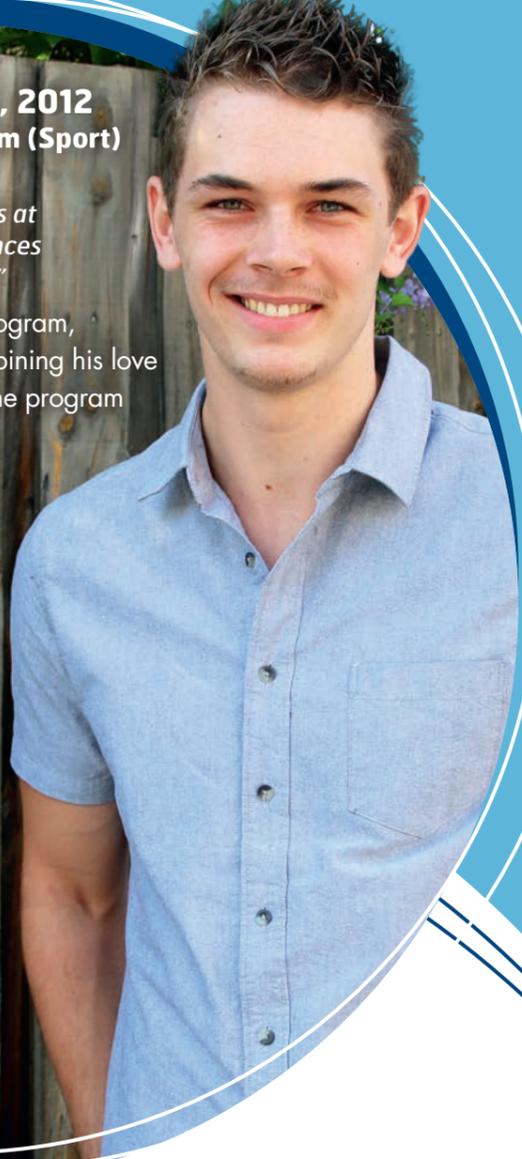


**JOSH KRUSE, 2012**  
**Bachelor of Journalism (Sport)**  
**– La Trobe University**

*“The work placement opportunities at SEDA were valuable learning experiences as I was challenged on many occasions.”*

When Josh first heard about the SEDA program, he was excited about the possibility of combining his love of sport with his education. The highlight of the program for Josh was the work placement component. Josh was able to complete work placement in a gym, where he was offered an ongoing part-time job, and at Collingwood Football Club, where he helped run their multicultural program.

After finishing at SEDA, Josh commenced the Bachelor of Journalism (Sport) at La Trobe University. As part of this course, Josh has worked at the Australian Grand Prix and travelled to the Singapore Grand Prix as an FIA Internationally Accredited Journalist. He plans to move to the UK after finishing his studies to continue to work as a Journalist on the F1 circuit.



**ASHLEIGH MILLS, 2011**  
**Bachelor of Nursing/Midwifery – Victoria University**

*“The SEDA program taught me that many things in life are possible – you just have to work hard for them.”*

Ashleigh enjoyed school and she was passionate about learning. When she heard about the SEDA program, she could not pass up the opportunity to combine her two passions: sport and education. Ashleigh’s most memorable experience was her work placement with Cricket Victoria, which gave her the opportunity to work at matches at the MCG, gain experience in advertising and media and develop programs for Indigenous youth.

When Ashleigh graduated from SEDA, she started her own personal training business which she ran for three years. After this time, Ashleigh decided she wanted to return to study and she is currently completing a Bachelor of Nursing/Midwifery at Victoria University. Ashleigh believes the communication skills she learnt at SEDA have been essential both when running her own business and working as a nurse.



# WHERE ARE THEY NOW?

**SHAILEE SMITH, 2014**

**Personal Trainer – Freedom Fitness Women’s Health and Fitness Centre**

*“The independence and confidence I gained at SEDA has helped me achieve success in my role.”*

Shailee found out about the SEDA program through a friend and, after researching the program, she knew it would suit her passion for sport and fitness. The highlight of the program for Shailee was the opportunity to develop her independence and confidence.

After graduating, Shailee accepted a position as a Personal Trainer at Freedom Fitness Women’s Health and Fitness Centre. Her role involves running personal training sessions, conducting group fitness classes and assisting with administration.

The opportunity to build her public speaking skills at SEDA means that she can now talk confidently to clients and achieve success in her role. In the future, Shailee hopes to own her own successful personal training business.



**RACHEL NAPOLITANO, 2013**

**Bachelor of Coaching – Victoria University, Managing Director of Cutting Edge Cricket**

*“I am more adaptable, more confident and the leadership skills I developed at SEDA have helped me become a better coach.”*

Rachel decided SEDA was the best option for her as she was keen to learn in a hands-on environment and gain industry experience. The SEDA program gave Rachel the opportunity to develop her communication, organisation and leadership skills through work and volunteer experience with Cricket Victoria, Melbourne Renegades, Run Melbourne and Scope.

After graduating from SEDA, Rachel and her family started up their own business, Cutting Edge Cricket, which involves the management of an indoor cricket training and coaching facility. Rachel is currently the Managing Director of Cutting Edge Cricket and she is also part of their coaching panel. Rachel is enrolled in a Bachelor of Coaching at Victoria University to further her skills.





# SCHOLARSHIPS

Upon successful application, the Rob Flower Scholarship will be available to young people completing their Senior Secondary Education at SEDA, and will support their education, personal development and career opportunities. Rob Flower was one of the founding SEDA Directors responsible for the creation of the SEDA program. Alongside playing over 270 games for the Melbourne Football Club, Rob lived his life and believed strongly in community, effort, leadership, equality and loyalty.

The Rob Flower Scholarship provides a limited number of financial assistance packages to students who demonstrate the following personal qualities:

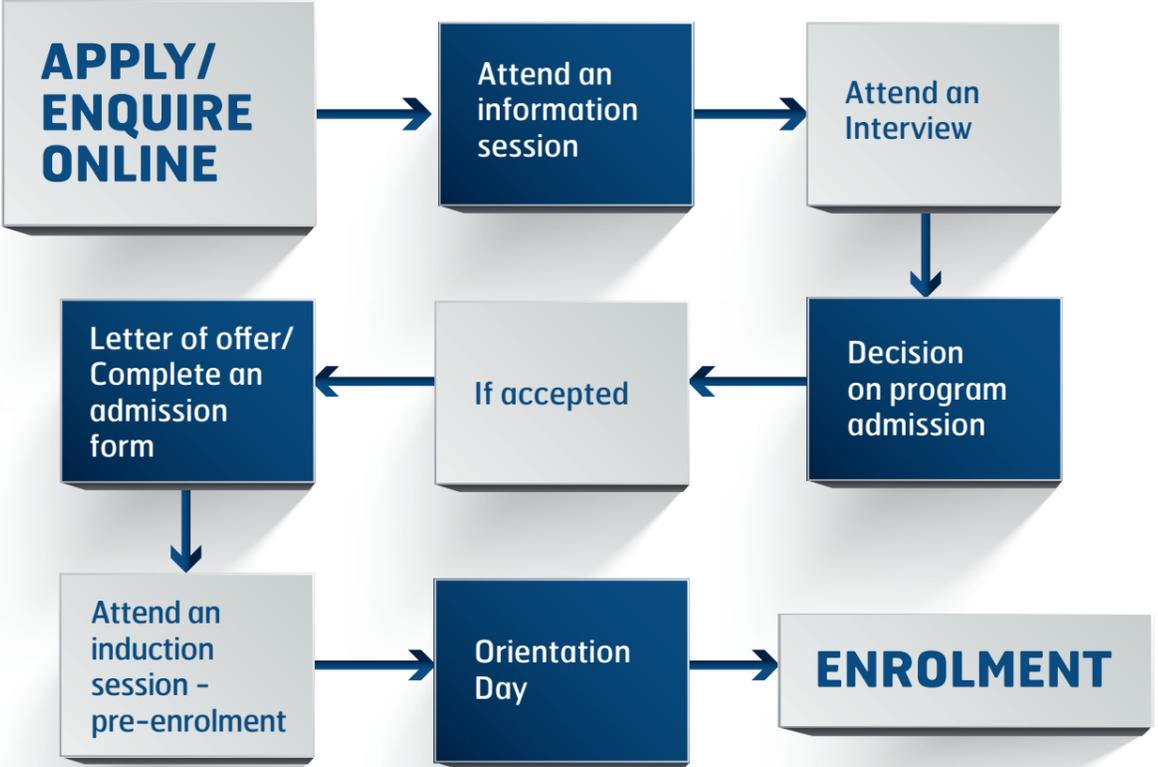
- Community: the young person's commitment to their community and contribution to local services in sport, recreation, arts, social services or any other area.
- Effort: the young person's commitment to an educational or personal pursuit – subject area, career or skill.
- Leadership: demonstration of leadership skills and a willingness to support the education of others.
- Equality: commitment to treating everyone as equal and maintaining respectful relationships with others.
- Loyalty: the young person's contribution, their loyalty and support for others in friendship circles and the community.

Assessment of a SEDA scholarship is not based on academic merit, but considers the skills, interest and attributes of the applicant. A scholarship may be awarded to a student who is able to demonstrate that they will benefit from, and contribute to, the range of opportunities available through the SEDA program.

In applying for a scholarship, SEDA may ask students and families to attend an interview to discuss the application.

SEDA may in its discretion determine the number of scholarships to be awarded and the value of the scholarship. The total number of scholarships awarded will be determined by the SEDA Board annually or at such other times as the Board determines.

## HOW TO APPLY



For the Talented Player Program there will be additional admissions requirements

### ADDITIONAL INFORMATION FOR STUDENTS

- Please refer to the Course Information Brochure on the SEDA Group website for further details.

